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ABSTRACT

Texas' Functional Approach Categories and Technique Strategies (FACTS) Language Arts Model was designed to assist teachers of limited-English-proficient (LEP) children in effective instruction of communication skills. To do this, children (1) must be taught that language is an adaptable instrument that helps them fulfill their needs, and (2) must be involved in activities and experiences that will help them recognize the purpose for using specific language functions for success in a given situation. The model provides techniques for the teacher of English as a second language (ESL) to promote good feelings in the classroom, gives guidance in selecting and implementing classroom learning activities, provides practical ideas for encouraging student participation, and suggests approaches for monitoring and gaining feedback on instructional activities. Emphasis is placed on teacher control of a pleasant classroom tone, interest provided by a variety of learning activities, accountability, and feedback. (MSE)

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F. A. C. T. S. FROM TEXAS

THE FUNCTIONAL APPROACH CATEGORIES AND TECHNIQUE STRATEGIES LANGUAGE ARTS MODEL

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Presentation: Second Language Acquisition and Second Language Teaching
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OUTLINE

I. Thesis Statement: There are significant areas of classroom interaction that E.S.L. teachers should be aware of in planning a language lesson and in analyzing their own teaching. *(Here use lesson cycle transparency).

II. Introduction
  A. Objective: That the students in Bilingual Education be aware of significant areas in classroom skills before they confront the real classroom situation.

  B. Thesis statement

III. Feeling Tone
  A. What can the E.S.L. teacher do to promote a good feeling tone in the classroom? Use Motivation - Achievement - Success
    1. Learn the students' names
      a. class information - name placement
      b. knowing something about the individual in class
      c. activities - Novel, Vivid Varied
      d. interview one another
    2. Entire class cooperating on a specific task
      a. story-sorting activity - choral responses
      b. physical environment of a classroom
      c. being imaginative - individual signal responses
      d. students can pursue and share their own interests.

  B. Adult Classes
    1. Teacher solicit input from students
    2. Classroom feeling tone

IV. Learning Activities
  A. Well-selected variety of activities
    1. Four basic skills of language
      a. listening
      b. speaking
      c. reading
      d. writing

  B. Audiovisual Aids
    1. Videotape
    2. Audiorecordings
    3. Filmstrips
    4. Movie Projector
    5. Overhead Projector
    6. Sound-on-slide

  C. Role of Communication

  D. Activity in the language lesson

  E. The use of chalkboard

V. Student Participation
   A. Classroom management tasks
      1. Interaction
         a. name cards-chain drills
         b. turning students questions back to class
      2. Teacher-role play
         a. chalkboard
         b. projector

   B. Interview activity
      1. Pair work
         a. prepare stories
         b. heterogenous grouping
      2. Competition
         a. spelling-bee
         b. grammatical structures

   C. The Empiricist Approach
      1. Presentation of Pattern in Context
      2. Mechanical drills
      3. Meaningful drills
      4. Communicative drills

VI. Monitoring and feedback

   A. Positively reinforced - Pleasant + R
      1. Syntax
      2. Pronunciation
      3. Vocabulary

   B. Communicative competence
      1. Self-correct
      2. Peer correction

   C. Reteaching

VII. Conclusion

VIII. Bibliography

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The Functional Approach Categories and Technique Strategies Language Arts Model has as its principal purpose:

To assist L.E.P. children to learn how to use the communication skills necessary to be successful, effectively.

To accomplish this primary goal, several complementary purposes have been established:

1. Children must be taught that language is an adaptable instrument that assists them to fulfill their needs.

2. Children must be involved in activities and experiences that will enable them to recognize the purpose for using specific language functions in order to achieve success in a given situation.

The F.A.C.T.S. model was designed using as resource materials the following documents:

Texas Education Agency:

1. Essential Elements for Language Arts Grades K-6.
2. Essential Elements for ESL Programs.
3. Guidelines for Language Usage in Bilingual and ESL Programs.
4. EXCEL Training Programs: The 4MAT System - Teaching to Learning Styles with Right/Left Mode Techniques

Bibliography:

1. James Kinneavy, A Theory of Discourse
2. Language Functions and School Success, R. Shafer and others
3. Talking Purposefully, Carol Urzua

The F.A.C.T.S. model for Language Function concentrates its efforts in developing the Essential Elements. 2B: It states:

Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining.

Examples: The student shall be provided experiences to:

(i) relate events from personal experience and

(ii) present poems chorally

(iii) socialize (dramatize situations)

(iv) teach one another (a game)

(v) sequence events appropriately when relating them.

In teaching L.E.P. children the teacher must be aware at what level of instruction the students are at two stages: (1) when they are placed in a bilingual education program; and (2) what their instruction might look like over time. In order to establish these levels, it is necessary to consult the Texas Education Agency's Guidelines for Language Usage in Bilingual Education Programs. In addition, the progression through the Essential Elements for LEP students should be carefully considered. (Use the Guidelines transparencies) *

Once the level of instruction is established the teacher should designate the curriculum and objectives desired. These goals should include: (1) student achievement, (2) development of a positive self concept and (3) the acquisition of a zest for learning. When a student succeeds, the student develops a good feeling about himself; when a student develops a good feeling about himself, he acquires a zest for learning.

A zest for learning encourages permanent motivation for continued success.

Motivation includes six factors:

a) level of concern,

b) interest,

c) feeling tone,

d) reward,

e) knowledge of results; and

f) success (Here use the motivation transparency) *

For the LEP student, the elements of level of concern can be crucial - Examples of level of concern are:

a) name placement - one area of problem could be - the inability of the teacher to pronounce his/her name -

b) time - every child should be allowed appropriate time to finish the task.

Examples of interest may include the language and aids used for instruction.

In teaching in an E.S.L. classroom, the teacher should be aware of the students needs to be able to develop a learning environment. In this paper I will try to cover significant areas of classroom interaction that E.S.L. teachers should be aware of in planning a language lesson and in analyzing their own teaching. For example, an area for classroom interaction could be pattern drills used according to the students need. The E.S.L. classroom should try to be a natural environment for the students as well as for the teacher. The teachers' knowledge in basic needs for the classroom are very important especially before the classes ever begin. This basic knowledge in classroom management will hopefully help the incoming teacher to feel secure with his/her students as well as with his/her self.

Developing a pleasant feeling tone is one of the most important factors related to language teaching since it promotes a relaxed atmosphere for good communication. "(Hunter 1974) The teacher is the single most important variable in the classroom." [1] (Murcia; 1979) What the teacher says and does is so significant in establishing the classroom atmosphere that it can outweigh the effects of materials, methods, and educational facilities. The first thing a teacher can do to promote a pleasant feeling tone in the classroom is to learn the student's names, no matter how large the class enrollment is. Our names are such integral parts of ourselves that to forget, mispronounce, or alter a name can be taken as a personal affront. Furthermore, the teacher should respect each students' wishes about what she/he will be called in class.

Another way to promote a pleasant tone is by knowing something about the individuals in class. One can confront this situation by developing a class information sheet. This sheet would include the student's full name, the name she/he wishes to be called in class, his or her interests, country or origin

and the language he or she speaks. This information will help to break the ice socially. With the information sheet, grammar exercises can also be developed. For example, in learning the wh sound which begin the words what, where, why and when. In other words, the class information sheet will help the students in providing a meaningful contexts for many grammar lessons.

A third way to promote a pleasant tone is giving the students an opportunity to get to know one another during the course. For example, an introductory activity during the first class meeting can establish a friendly tone for the course. The procedure for this activity would simply be that the teacher give each student a card on which she/he will print their name. The teacher will collect the cards and redistribute them to different people. Each student will be given enough time to locate this person and learn as much as they can about him/her. When the students have had time to identify and interview one another, one student comes to the front of the class and introduces another, who in turn introduces another, and so on. Normally students find it easier to speak about someone else for a few minutes than to talk about themselves. *(Here demonstrate a SPONGE activity)

A fourth way to promote a pleasant tone is to involve the entire class in a specific task and be conscious of the physical environment of the classroom. A story-sorting activity will help the students use English with one another rather than with the teacher. The teacher must first choose an interesting story and divide it into many sentences as there are students in the class. The sentences are then printed on index cards and shuffled and distributed randomly to the students. Each student only has two or three minutes to memorize his or her sentence. The cards are then collected and the students try to sort themselves into a logical story line. This task usually involves a

great deal of positive communication. In relation to the physical environment, the classroom should be clean and comfortable. Students can be given the opportunity to develop decorations, for example, bulletin boards or displays. The classroom layout has a great influence in the classroom interaction process. "For example, research has shown that teachers tend to call on people sitting in particular areas of the room."[2] (Murcia; 1979) The teacher should be careful and avoid having "pets" or favoring some students over others.

A fifth way to promote a good social climate is by being imaginative and letting students pursue and share their own interests. If the school does not have the materials necessary for an imaginative activity, the teacher should try using what little is available. If the students are given the opportunity to share their own interests, they will feel motivated toward the learning process in the classroom. Some activities can include field trips, oral reports, research projects and presentations related to the students life.

In the adult classes, developing a good social climate can arise when the teacher solicits input from the students about the course content. A feedback of the students achievements can be met by informal mid-term evaluation. The activities the teacher has used during the learning process can also be evaluated by the students. To develop a good atmosphere, the teacher should level down and treat students as individuals. The teacher should allow time for humor when the content of the subject allows it. "In a study that compared outstanding teachers with beginning and "typical" teachers in inner-schools, Moskowtz and Hayman (ibid) found that the best teacher used humor in their initial contacts with students."[3] (Murcia; 1979) Finally the teacher should project an enthusiastic and positive image.

"In dealing with the situation of the pupil, Byrne; 1969 states the four

concentric spheres of the situation."[4] (Byrne; 1969) 1. One includes what the pupil can see, hear and touch directly and this could be brought about by repeating classroom lessons, learnt with classroom vocabulary. The best situation in this section would be if a word may often be introduced and made familiar without its being noticed until it has been nearly learnt. 2. Self expression: Another sphere consists of what pupil knows from his own experience, his daily life, his family circle, what he has seen and heard directly but cannot see or hear at the moment. "For this reason they should always be approached through what can be directly experienced in the classroom."[5](Byrne; 1969) 3. Projecting, forecasting The third sphere consists of what the pupil has not yet experienced directly, but what can call to mind with an effort of the imagination, with the help of pictures, dramatization and plans. The teacher should try to make all the stories or description which the pupil study and it will make it easier to grasp by simple spontaneous dramatization or drawing on the chalkboard. The fourth sphere is what is brought into the students mind through the spoken, written and printed word alone, without help through audio-visual aids.

A variety of novel-vivid activities can reinforce the teaching point without boring the students. "They would prevent bordeom, minimizes classroom control problems and even encourages student achievement."[6] (Murcia; 1979) These variety of activities can be interrelated with the four basic skills in language learning. In the listening skill, tape recordings of live conversations, films, television programs can provide listening practice reinforced by visual images. The student will profit from these activities because they will be able to hear other conversations and not only the teachers voice. In speaking skill the students should be motivated to use their language for communicative purposes. An activity in speaking would be to stimulate a two party telephone speech in which the students must get or convey information without the assistance of gestures

or facial expressions. The equipment necessary for this acitvity is usually loaned by the telephone company, but if not several inexpensive items can be used creatively. In the reading skill, the teacher should try to provide other materials rather than just books. Some of the materials would be, magazines, signs, maps, newspapers, schedules, catalogs, and comic books. Students can read silently or recite summaries of their readings to the entire class. In the writing skill, students can develop a written composition on any topic they feel is interesting to them. They can develop stories with picture characters, poems, plays, dramas, dialogues, role-play and jokes. Also they can keep a journal of their experiences in living in a new place and learning a new language, which can provide an outlet for personal expression.

A great deal of variety can be introduced through the use of audiovisual aids. For example, videotapes, audio recordings, firmstrips, movie projectors, overhead projectors and sound-on-slide programs. "Moskowitz and Hayman (ibid) found that those teachers identified as outstanding by their students used a variety of AV aids, while new and typical teachers die not use many."[7] (Murcia; 1979)

In the role of communication as Bryne states,"The most significant trend, then, in methods of teaching English as a second language may well prove to be the attempt to assign to communication its proper role in the classroom."[8] (Byrne; 1969) For this process, manipulative and communicative activities are needed. "Manipulative language activities are those in which the sounds, words, and structures to be used are supplied to the student by the teacher, taperecording, or textbook."[9] (Byrne; 1969) Communicative activities are those in which the student himself supplies the sounds, words and structures needed to express his thought. In manipulation the speaker may or may not understand what he is saying. Communication, on the other hand, is always accompanied by understand-

ing. Planning of classes in which new material is first presented through the manipulative exercise, which seem most effective in forming habits. "The teacher moves on, through activities in which the proportion of communication increases, until the language is being used for the purpose for which it was intended, communication."[10] (Byrne; 1969)

In teaching of English as a Second Language, high priority must be given to the recommendation that the lesson must be active. Whenever explanation is essential, the teacher should try to make it as short and as simple as he can, and above all, associate the pupils with him/her, so that they are active participants in the explanation and not mere listeners. The teacher is of course the most constant, but good teacher realizes that more will be learnt, and more quickly, the more he can transpose the center of interest to something other than himself. The blackboard, because it is one focus, because it takes the pupil's attention from the teacher and because anything may happen on it so very quickly, can become a most satisfactory stimulus to teaching. In language teaching the blackboard can be used for much more than the introduction of new material. The blackboard is not only used to write on, but also to show the essentials of an idea in its most economical and simple form through a few straight or curved lines.

In dealing with student participation, the teacher can start the students motivation in a classroom management task. Students can call roll, read announcements and return corrected papers. These chores can promote interaction, and a sense of teamwork. "It stands to reason that planning opportunities for student/student communication will involve a greater number of students in an active, cognitive use of the language."[11] (Murcia; 1979) Another way to involve more students more often is by using a chain-drill approach to grammar. For example, asking and answering questions. The question of what language activities can be done

by the students just as well as by the teacher should also be considered. In this sense, students can have the opportunity to play the part of the teacher. The students can also write answers dictated by the class on the blackboard. An activity in which word order problem can be solved is by using an overhead projector and receiving feedback from the class.

In student participation, many students can benefit from working in pairs instead of having the attention of the entire class focused on the teacher. For example, the interview activity will follow reports given by students on information they gathered from their peers.. Pairs of students can jointly produce information like dialogues, and stories. The teacher should clearly explain the basic procedure they will be performing. Once the peer work begins, the teacher is free to monitor the language production, or respond to questions. In heterogeneous grouping which consist of a small group, the grouping of students should depend largely on the students' background and proficiency and the objective of the lesson. Competition, can be used to provide opportunities for student participation. For example, a spelling bee, which is used to get in students involved in the language. The objective of the game is to spell and define the word correctly. Team competition can be used with grammatical structures or using vocabulary items. Defining of the rules ahead of time will prevent confusion and result in maximum participation.

"The Empiricist's approach," as stated by Diller, is what students should merely memorize the genuine utterances of native speakers and allow the habits of the language to be imposed upon them." [12] (Diller; 1978) In the presentation of pattern in context, Paulston states that the structural pattern that the students are to learn, should first be introduced to them in context, in a passage of natural language. One has to be careful in the selection of contextual pas-

sage because some tend to carry so much cultural meaning and the time spent in explanation makes them not worth the effort. Students will follow along in their own books so that they can visually capture the learning. "Locke argued that a person who knows a language well does not rely on rules but on memory and on the habit of speaking the language properly."[13] (McLaughlin: 1978)

Another process for teaching English as a Second Language would be using drills. The purpose of mechanical drills is to help students learn the forms of the new pattern and all procedures that follow from this objective. In the classroom a two phase drill is quite sufficient; the teacher gives the cue, the students respond, and the teacher gives the next cue without repeating the students' response. "Mechanical drills should always be done chorally or by rows in large classes, and assures maximum participation.[14] (Paulston; 1976)

Another type of drill would be the meaningful drill. Students are now concentrating on meaning and true answer. Most frequently these drills cannot be done chorally as there might be more than one answer. The pattern is controlled, but there is no way the teacher can predict what the student will reply. For example: [15] (Paulston; 1976)

Teacher: What is ( ) doing now?
Student: She's (studying English). She's (looking outside).

The purpose of communicative drill is to teach grammatical patterns. The teacher will instruct the students to answer truthfully in question-answer and the students would be able to contribute new information to the class. "Through this process the students must feel that what they have to say is of significance to someone, and the teacher, by reacting, sets the tone and atmosphere in the classroom."[16] (Paulston; 1976)

Some various strategies of feedback and correction in the E.S.L. classroom are competence, self-correcting and peer-correcting. A correct response given

in class by the student should be positively reinforced through praise or confirmed by the teacher. The teacher should be concerned with the problems that interfere with communication, because these problems must be resolved before the listener can interpret the utterance of the speaker. If the teacher wants to improve the students communicative competence, she/he has to help the students monitor their own output. The teacher also has to be receptive and alert so that she can meet the students individual needs in the classroom situation. The teacher should lead the student to self-correct. "Allwright feels that forcing learners back on their own resources all the time actually give them more precise help than does simple teacher correction."[17] (Murcia; 1979) The teacher can also introduce gestures as a way for the expose E.S.L. students to the types of feedback they will get in natural conversation. The teacher must be constantly diagnosing and reacting to errors because everything that is said in the language classroom can be considered input. If the student for some reason cannot self-correct, then the teacher should introduce peer correction. Input from peers can be less intimidating than teacher correction, but it must be handled carefully. Peer correcting has the advantage of giving the students more opportunities for language production, because it is utilized in oral work. In written assignments, like a composition, the student can be corrected by the entire class and it is important that the teacher maintain a constru-tive atmosphere so that no one feels embarrassed or criticized. This will help the students in eliminating many of the mechanical errors common in their writing compositions. Students can form small groups and analyze their spelling or reading exercises which will promote peer teaching and student talk. Furthermore, teacher correction of errors should be selective and leading a student to self-correct, and ultimately to monitor his or her own language production, is an effective means of promoting learning.

In dealing with correction of errors in an independent interaction, the teachers task is to make students conscious of possible errors and to familiarize them with acceptable rule governed sequences that they are able to monitor their own production and work toward its improvement in spontaneous interaction. Students are hurt when constantly being corrected, especially when they are trying to express their ideas through the few newly acquired knowledge of the language. The students should be given a purpose for wanting to interact and through this motivation there can exist a steady improvement in communicative effectiveness.

Many models for describing the purposes of human language are available. James Kinneavy (1971) suggests that there are four focuses for communication, and that, depending on which focus is chosen, will be used for particular purposes. A speaker may (a) focus on self, and thus be using language for self-expressive purposes; (b) focus on the situation, and thus be using language for informative purposes; (c) focus on the receiver of the message, and thus be using language for persuasive purposes; (d) focus on the language itself, and thus be using language for entertaining purposes. Let us examine each of these functions, or aims, in greater detail.

SELF-EXPRESSING

When the language used emphasizes the person speaking, its purpose is one of self-expression. Self-expressive language is an endeavor by the sender of the message to express some aspects of his own personality, intuitions, and emotional aspirations. *(Here use a Garfield transparency)

INFORMING

When persons concentrate on the situation, or reality, they are using language to inform. Informative use of language primarily focuses on exploring

questions, providing a perspective on reality, and producing verifiable evidence. It is language that tries to represent a reality the speaker understands. *(Here use a Garfield transparency)

PERSUADING

If the emphasis moves from the sender to the receiver, or the person hearing the language, the purpose of the language is persuasion. When using persuasive language, a speaker is purposefully sensitive to the listener, hoping to change the thinking of individuals or groups. *(Here use a Garfield transparency)

ENTERTAINING

Finally, when emphasis is placed on the way in which language is put together, or the signal, the resulting purpose of language is literary, or it may be called entertaining. Sounds, words, sentences when put together in pleasurable ways, ways truly worthy of appreciation, are aspects of this purpose. Language here calls attention to itself. Perhaps you know of someone who has a way with words, someone who seems to enjoy the way language sounds, and who helps others enjoy language also. Oral language abounds with examples, such as puns, jokes, jump rope rhymes, and hand claps. Written language fits here too. Poetry, stories, plays, scripts for soap operas, and novels all have elements of satisfaction with the language itself.

In concluding my paper, the significant areas of classroom interaction that E.S.L. teachers should be aware of in planning a language lesson and in analyzing their own teaching are: (1) Pleasant tone (2) interest provided by a variety in learning activities; the need for student and accountability activity; the need for feedback. The teacher should consider these areas as possible classroom applications. It is very important that the teacher meet meet their own standards before trying to implement them into the classroom. The teacher should be aware of her/his teaching skills, behaviors, the knowledge of the particular lesson being implemented and being able to keep up with classroom research. The objective of this paper was to let the bilingual students be aware of significant areas in classroom skills before they confront the classroom situation.

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